

# CAG NEWSLETTER

Advocates for the intellectual, academic, social, and emotional needs of diverse gifted students

**"I AM OVERFLOWING WITH GOOD  
IDEAS TO TAKE BACK TO MY  
SCHOOL SITE."  
- #CAGCON PARTICIPANT**

## Acceleration

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration can take many forms, including: (1) early entrance to formal schooling, which can occur at kindergarten, high school, or university levels; (2) moving through age-graded classes in less time by grade skipping, moving through cross-age grouped or non-graded classes in 2 rather than 3 years, or advanced placement; and (3) moving through curriculum materials and concepts at an accelerated rate by curriculum compacting, telescoping content, or receiving credit by examination.

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## Message from the President

Dear Colleagues,

As I begin my term as President of the California Association for the Gifted I would like to introduce myself to those I have not met through our past work with the Association. I am looking forward to meeting more of you during the upcoming year.

A special "thank you" to Ann Smith for her leadership and support of our mission. Under her guidance, California Association for the Gifted is recognized as a major player in education through out the State and Nation.

I plan to continue to advance this recognition by encouraging your support at the local level. We need you to be the local



## Acceleration

Students may be accelerated in one discipline or across disciplines. However acceleration is implemented, it should result in a match between appropriate learning opportunities and student abilities, and in the completion of formal schooling in less time than is usually required.

When acceleration has been effective in achieving these goals, highly capable individuals are prepared to begin contributing to society at an earlier age. For students, acceleration offers the opportunity to select an educational program that is challenging and that meets both their academic and emotional needs. For schools, acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge.

Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used.

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connection with CAG to your fellow educators, parents, and community members.

I am looking forward to learning more about how CAG can help you advance our mission of helping gifted children.

Please plan to attend the 58th Annual Conference in Palm Springs next February. With your help we will continue to support gifted children during the year.

See you at the conference!

Warmly,

*Krista Landgraf*

CAG President



## Acceleration

Appropriate opportunities to learn must be offered to all children as such opportunities are necessary for their continued educational and intellectual growth and development. Therefore, CAG is committed to the position that highly able students with capability and motivation should be provided the opportunity to enroll in intellectually appropriate curriculum, classes, and educational settings beyond traditional age/grade parameters.

### References:

California Association for the Gifted. (2003). *Meeting the challenge: A guidebook for teaching gifted students*. Whittier, CA: Author.

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (Eds.). (2004). *A nation deceived: How schools hold back America's brightest students*. Vols. I & II. The Templeton National Report on Acceleration. Iowa City, IA: University of Iowa.

## CAG Conference Keynote Sessions

Dr. Julia Nyberg

*Executive Director*

The 58th Annual CAG Conference will feature two keynote sessions. On Saturday, Dr. Worrell will speak, followed by Dr. Beghetto on Sunday. We will be offering our Sunday keynote session with a Spanish interpreter.

### Gifted Education and Talent Development are Synonyms

Dr. Frank Worrell

University of California, Berkeley



### ABOUT THE SPEAKER

Frank C. Worrell is a Professor in the Graduate School of Education at the University of California,

Berkeley, where he serves as Faculty Director of the School Psychology Program, the Academic Talent Development Program, and the California College Preparatory Academy. He also holds an affiliate appointment in the Social and Personality Area in the Department of Psychology. His areas of expertise include at-risk youth, cultural identities, gifted education and talent development, scale development, time perspective, and the translation of psychological research findings into school-based practice.

### DESCRIPTION

Is my child gifted? This question, frequently posed to educators, is



## How are gifted students different from regular students and high-achieving students?

Gifted learners generally show characteristics that differ from their age peers in one or more area of function: cognitive, affective, physical, and intuitive. They also differ from each other as each gifted learner has unique patterns of characteristics and interests. Differences commonly found between most gifted learners and their age peers that require differentiated curriculum are:

- **advanced comprehension and a faster pace of learning** that can cause them to be at least 2 to 8 years ahead of the regular age-graded class in some areas;
- **a need for complexity and intensity** that these students often bring to an area of study, so that they are seldom challenged by the material presented to their age group;

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typically premised on the assumption that giftedness is a trait that individuals are born with. However, consider any gifted adult that you know in any domain of endeavor from academia to the athletic field, the concert hall to the art gallery, and look at their history. Their adult performance was the result of many years of study and work. Adult success requires potential in a domain, good teachers, and long-term effort on the part of the individual. In other words, no matter how bright or gifted you appear to be as a child, without talent development, there will not be a gifted adult. In this presentation, Dr. Worrell will use the talent development megamodel (Subotnik, Olszerwski-Kubilius, & Worrell, 2011, 2018) as a backdrop to discuss the psychology of outstanding performance. This presentation will provide an overview of the talent development elements that increase the probability of gifted performance in adulthood.

### The Beautiful Risk of Supporting Creative Learners

Dr. Ron Beghetto

Professor, Arizona State University

#### ABOUT THE SPEAKER

Dr. Beghetto is an internationally recognized expert on creative thought and action in educational settings. He is the Pinnacle West Presidential Chair and Professor in the Mary Lou Fulton Teachers College at Arizona State University.



Dr. Beghetto is the Editor for the *Journal of Creative Behavior*, series editor for *Creative Theory and Action in Education (Springer Books)*, and serves as a creativity advisor for LEGO Foundation. He published 10 books and over a 100 articles and chapters on the topic of creativity in educational settings.

## How are gifted students different from regular students and high-achieving students?

- **a desire for depth** shown through the ability to make connections, find unusual relationships, and move from facts to principles, theories, and generalizations; and
- **originality of expression** through alternative and varied input and processes, inquiry, and self-directed learning.

Often high achievers are confused with students who are gifted. While there can be no certainty as to clear distinctions in every instance, gifted children usually exhibit the ability to generalize, to work comfortably with abstract ideas, and to synthesize diverse relationships that are too difficult for students of the same age who are not gifted. The high achiever generally functions better with knowledge- and comprehension-level learning than with abstract and open-ended material. Although high achievers earn good grades and accomplish much, they lack the intellectual range and diversity of the gifted. Some high achievers need only increased opportunity to develop giftedness; others become frustrated by more complex challenges.

### DESCRIPTION

Supporting creative learners often involves stepping into uncertainty and trying new things. Doing so can feel risky. The good news is this kind of risk is a *beautiful risk*. Beautiful risks are worth taking because they can have a profoundly positive and lasting impact on the learning and lives of young people. In this keynote address, you will be invited to take the beautiful risk of exploring new possibilities for designing creative learning experiences for young people. Concrete examples and strategies for how we can all better support creative learners will also be discussed. Be prepared for an engaging and interactive session.

## Why Should You Attend the 2020 Conference?

Krisa Muller

*CAG President-Elect*

Ten specialized strands have been developed to meet your needs including:

- **Administrator:** Roles, Services, Programs, and Teacher Development
- **Identification**
- **Giftedness:** Characteristics, Behaviors, Identification, and Special Populations
- **Differentiation in the Core Content Areas:** Science, Math, Literature, History, and the Arts
- **Affective Development:** Social and Emotional, Bullying, and Self-Identity
- **Challenging Curriculum:** Lessons and Units of Study
- **Technology Integration**
- **Diversity**
- **Twice Exceptional (2E)**
- **Legislative:** Advocacy, Funding, and LCFF/LCAP
- **Parent**



With your registration, you can see how gifted education will meet the needs of California's state priorities:

### **Priority 1 - Basic Services**

- Materials used to educate the gifted have benefits for all. By incorporating gifted strategies and materials with all, you "lift all boats with the rising tide." Our Exhibit Hall is waiting for you to explore.

### **Priority 2 - Implementation of State Standards**

- Gifted strategies work for all students. They align with the higher-level questioning and critical thinking outlined in the state standards. We have experts in all curricular areas waiting to share their best practices that you can take back to your classroom and implement on Monday.

### **Priority 3 - Parental Involvement**

- Sunday of the conference is an opportunity for parents to come and explore what gifted education should look like in the classroom, provide information on the unique social-emotional needs of the gifted, and provide parents with advocacy strategies to use in their own district.

### **Priority 4 - Pupil Achievement & Priority 7 - Course Access**

- By providing gifted curriculum to our students, we set them on a pathway for success and open doors to higher level coursework in high school. Differentiation (depth, complexity, acceleration, and novelty) provide students with an opportunity to reveal and express their potential. Learn how to differentiate content, process, product as you prepare your students for college and/or career futures.



### **Priority 5 - Pupil Engagement & Priority 6 - School Climate**

- A gifted curriculum and mindset makes for an engaging community of scholars. Open-ended questioning techniques, in-depth learning opportunities, individualized learning pathways engage student and teacher alike. When a student is engaged, the school becomes a place to be. Avoidance behaviors diminish, time on task increases, and student performance improves.

### **Priority 8 - Other Pupil Outcomes**

- We want our students to leave our classrooms with abilities beyond math and English. Gifted learning and projects that tap into a student's interest and potential could lead to working with a mentor or in an apprenticeship program to enable students to work with like-minded peers.

## #CAGcon Registration At-A-Glance 2020

### Conference Registration

Click [here](#) to register as a teacher

Click [here](#) to register as a parent

### February 21-23, 2020

Renaissance Hotel

888 Tahquitz Canyon Drive

Palm Springs, CA

(888) 682-1238

Schedule At-A-Glance

Lunch provided on Friday for Pre-Conference (additional fee) and Saturday, February 22, 2020

Registration Rates	Regular
Member	\$395
Non-Member	\$495
Group price per person (5 or more)	\$345
Pre-Conference (Friday, February 21st)	\$150
Parent	\$50 or \$75 for 2

### **Hotel Reservation Information**

Renaissance Hotel (888) 682-1238 or click [here](#) to reserve your room

### **Reservation Rates**

Renaissance Hotel \$212/night + tax\*

\*Mention California Association for the Gifted for the special CAG hotel rate

### **PAYMENT INFORMATION:**

Individuals or groups can pay by credit card, check, or purchase order.

### **QUESTIONS:**

Email: [admin@cagifted.org](mailto:admin@cagifted.org)

### **CANCELATION/SUBSTITUTION POLICY:**

All cancelations must be received by January 22, 2020.

Substitutions must be made online.



## Ongoing Advertising Opportunities

### CAG's Website:

CAG's newly-designed website has digital advertising available on a rotating sponsor banner. We are offering the following two options for inclusion on this new opportunity:

- Single spot to include company name, logo, and website link for \$250 for one year
- Two spots, twice the exposure, to include company name, logo, and website link for \$500 for one year

### CAG's Newsletter:

CAG sends out an electronic newsletter to over 22,000 individuals on a regular basis. Each issue will feature one vendor with a half-page advertisement. The cost to be one of these select featured vendors is \$400.

Email [admin@cagifted.org](mailto:admin@cagifted.org) to advertise with CAG today!

